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of the school. Even quite a little may stick. But apart from the actual amount learnt in a course which may vary in length, MR. MACKAIL reminds us that out of the one hundred thousand current words in the English vocabulary, sixty thousand are of Latin origin, against thirty thousand purely English and ten thousand from other foreign sources. For the understanding of their own language, Latin, or an acquaintance with it at least, is indispensable to English speakers. A knowledge of it, greater or less, has been the most constant element in the national education from time immemorial. The nation is now beginning to be conscious of the excellence of its own language and literature as a means of widening the mind, training the imagination, and breeding not machines, but citizens, and it ought not to ignore the exceedingly strong element of Latin in both. It is there irrevocably, and it must be understood. Latin therefore becomes, in the narrower sense, a highly "practical" subject, because no one who does not know what words mean can be expected to use them correctly or easily. It is not a question of turning out battalions of accomplished Latin scholars, though the wider the commonalty in which a good thing is spread the better, but of getting the principle recognized that Latin is a good thing, and for the young Englishmen, who are confronted with it in every line of print, a thing into which as many of them as possible should at least be initiated.

A NOTABLE OBJECTIVE

Never before have the minds of classical teachers been so awakened to the fact that all their teaching must have an *aim*, must be directed toward some particular end or objective in order to be efficient. They have been awakened to this necessity of aims by the very fact that the desirable aims have been listed and their comparative values submitted to testing and discussion. In the *Classical Journal* for October, 1921, a list of twenty-six teaching objectives is proposed as a field for the investigations of the Classical Survey, and these have been kept before our whole classical teaching body with varying emphasis during the past two years.

Some of these objectives have been stressed more than others, and some of our teachers have been a bit nervous lest they be overstressed. The value of Latin to the study, for instance, of Eng-

lish grammar and especially of English derivatives has received much favorable attention in the survey, and has always been pointed to as one of the outstanding values of the study of Latin. Some over-enthusiasts have even proposed to limit the study of Latin to this undoubtedly valuable end, that is, to objectives 4-6 and 8-11 as outlined in the list referred to above. We have no anxiety on this score. One great and indeed greatest good has already been accomplished by the as yet uncompleted survey, in that we *have* all been set to thinking about objectives and discussing the comparative values of these. If discussion has been intensified even to acrimonious disputation, so much the better, for this is a sign of life and interest far more hopeful and desirable than a lazy indifference to or langorous ignoring of the existence of any objectives at all.

As a result of these discussions, when the survey has been completed and the returns are all in, we do not expect that all teachers will react in the same way and adopt the various objectives in the same order of importance. Doubtless there will be a wide variation in this regard. We are not at all afraid that any objective which experience and reason have already shown to be valuable will be slighted in the future. We hope that some values which have not been sufficiently stressed in the past will be more appreciated in the future; and we *know* (an objective which, while not listed at all, is still perhaps greater than all) that all teachers will be more alive to all approved aims in future, and more enthusiastic and persistent in their pursuit of that which their experience and their awakened intelligence prove to be the best for their own work and for their students.

CLASSICAL ORGANIZATIONS AND THEIR PROBLEMS

The American Classical League is a nation-wide organization established in 1917. During these five years it has rendered many valuable services, three of which are of conspicuous importance: the dissemination of classical literature; the establishment of a classical section of the National Education Association, and the promotion of annual classical programs in connection therewith; and the securing of financial backing for a classical survey